DOCUMENT RESUME

ED 138 515 SO 009 976

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TITLE Academics and Practical Geographic Education.
PUB DATE Mar 77
NOTE 21p.; Expanded version of a paper presented at Annual Meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Opportunities; *Geography; Geography Instruction; Higher Education; Learning Experience; Program Descriptions; *Relevance (Education); *School Community Cooperation; Student Interests; Undergraduate Study; Vocational Development; *Work Experience Programs

ABSTRACT

An internship program is described in which geography undergraduates and graduate students receive on-the-job career training as well as academic training. This particular program was begun in 1969 at San Diego State University to help geography students relate their academic training to practical job experiences and to help them obtain meaningful employment after graduation. Urban studies, transportation and environmental specialities, and physical geography seem to be areas best suited for the program. Students earn three units of academic credit for working at least 12 hours each week per semester for agencies that have jobs relevant to the students' backgrounds and interests. Typical hiring agencies include city departments of transportation, parks and recreation divisions, and U.S. Soil Conservation Service. Students do not receive a salary, thereby ensuring genuine interest on their part and continued job availability even when hiring agencies face economic uncertainties. In 1975 a survey of former interns was made. Responses indicate that 28% had received job offers directly from agencies with which they had interned, and 50% believe the experience was indirectly responsible for their success in obtaining their first position. The spatial perspective, tools, and techniques of geography training are seen to be valuable in related professional work. (AV)

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ACADEMICS AND PRACTICAL GEOGRAPHIC EDUCATION

by
Harvey E. Heiges, Ph.D.
San Diego State University

SO 009 976

Expanded version of a paper prepared for the Annual Meeting of the National Council for Geographic Education, San Francisco, California, November 27, 1976

ACADEMICS AND PRACTICAL GEOGRAPHIC EDUCATION

by
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Introduction

With the continuing production of college degrees and recent decline in job availability, young people coming out of college are having difficulty in locating jobs, especially in fields for which they were academically prepared. More and more employers are seeking people with previous experience. Fewer and fewer positions are clearly defined as requiring a specific type of academic training. This often puts new graduates at a serious disadvantage. Today a broad base in several fields is desirable in addition to the basics of a particular field, as, for example, in the interdisciplinary aspects of the environmental area.

In response to this new demand, it is highly desirable that colleges and universities provide some practical experience as part of the student's program of classes. Otherwise, students will come to see a college education as merely an educated dead-end. The practical experience to be provided the student, however, should not be confused with vocational education. Rather the student should receive training on-the-job in addition to, but not in lieu of, his academic training. Of particular importance is the need for the student to learn how academic theories, concepts, tools, and techniques may be employed in real world situations.

Student internships are becoming increasingly important as a way of providing students with the opportunity to experience the real world. With this in mind, a formal student internship program in Geography was instituted

at San Diego State University in 1970. The program was designed to give students the opportunity to gain practical on-the-job experience, to make personal contacts with professionals in their field, to secure recommendations in support of future job applications, and to increase the student's awareness of job opportunities and how to apply for a job. The intern program has been an unqualified success not only in terms of increasing the success rate of our geography majors in obtaining meaningful employment, whereby they utilize their geographic training, but also in opening up new vistas of opportunity for geography students.

Background on Program

Since the geography internship has been such a success, a review of the program's evolution or how it has matured over the last seven years is pertinent to a discussion of how the internship experience has assisted students with their careers. A detailed discussion of the program's operation was published in the Journal of Geography in November 1972.[1] The initial section of this paper mentions some of the salient features of the program before launching into recent changes.

Each student interested in interning must first apply to the program director on or before the first day of registration for the semester involved, using an established application form. The student indicates his preference of agency in which to intern, and the director then discusses the student's choice with him to ascertain if indeed that location will provide the experience that the student desires or will best serve his projected career goals. The matching of students with positions is perhaps the most important and most difficult task for the program director, as well as being the most time-consuming part.

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[1] "A Student Internship Program in Geography," Journal of Geography, 71 (November 1972), 458-467.

Students earn 3 units of academic credit for interning by registering for one of the two "Geographic Internship" courses in the university catalogue; one is for undergraduates and the other for graduates, with the courses each repeatable for a maximum of six units of credit. The intern must work at least 12 hours per week, the hours being arranged with the agency to fit the student's class schedule. A detailed instruction sheet covering course requirements and objectives are provided each student (Figure 1).

When the internship program was first introduced at San Diego State, the initial arrangements for placement of interns were made with the planning departments of a few of the smaller communities in the San Diego region. The positions were primarily for geography students specializing in urban studies. The concurrent growth of the urban geography program caused the program director to expand the arrangements to include many of the divisions of the larger planning departments of the City of San Diego, the County of San Diego, and the regional planning organization known as the Comprehensive Planning Organization (C.P.O.) as well as to include virtually every small city in the region, of which there are eight.[2]

Success of the urban geography interns in obtaining jobs and also having a valuable work experience prompted students with other interests to request similar opportunities in their specializations. Consequently, the program was soon extended into the transportation and environmental specialities, which have also become major emphases in the Geography Department at San Diego State, along with the urban program. Most recently, internships have been arranged for students emphasizing aspects of physical geography.

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[2]The author has been the Internship Program Director at San Diego State University since its formal initiation in 1970.

Geography 495/795 Figure 1 Dr. Heiges

GEOGRAPHY INTERNSHIP PROGRAM

Intern Instructions

Objectives of Program. The internship is designed to put the student in a real world situation where he/she will have the opportunity to utilize his/her accumulated geographic concepts and tools and at the same time experience some of the tasks, meetings and even frustrations of the working world. The training gained and the contacts made through the program become an invaluable asset in obtaining employment at a later date. Consequently, students should endeavor to do their best thinking, listening and writing while on the job. If problems do arise or the student feels the course objectives are not being met in his/her experience, he/she should see the course instructor/Program Director immediately. Students are encouraged to discuss their progress and/or projects with their supervisors and/or the Program Director. The Director likes to be aware of each student's current activities with the agency.

Application for Enrollment in Program. Enrollment in the Internship Program requires the permission of the Program Director (course instructor), Dr. Heiges. Applications for admission may be obtained from the Director or in the Geography Department office. Completed applications are due one week before classes commence each semester.

Positions Available. Generally, intern positions are assigned on a first-come, first-served basis provided students have sufficient background skills and a minimum 3.0 GPA. Available positions are posted on a separate list. New positions may be generated to fit a student's desired specialization. Intern positions are available only on an unpaid basis.

Work Requirements and Course Credit. The student is under the direction of the supervising agency/company personnel. Minimum time required is 12 hours per week for 15 weeks to earn three units of course credit in either Geography 495 or 795, the latter for graduate students only. Each course may be repeated for six units credit. Credit for summer intern work may be earned the following fall semester.

Class Meetings. The class will initially meet on a weekly basis. See Class Schedule for meeting time and place. If a student is unable to attend the scheduled class, see the Program Director for alternate arrangements.

Class Assignments. In addition to the student's regular weekly working hours with the assigned agency or company, the following requirements must be completed for the course:

1. Tri-weekly written progress report on individual project and activities with agency, one page, commencing with the third week. First report must include name, title, phone number of supervisor and your work schedule
2. Read ***Careers in Geography***. Write a 2-page summation of ***Introduction*** and your thoughts on one of the career chapters. Read Appendix A. Booklet is available in the Bookstore. Paper due at midterm class meeting time.
3. Final written report: summarize semester's work with agency, your project, how course was useful, possible improvements in program, etc. Maximum length: 495 — three pages; 795 — four pages. Due at last class meeting

Evaluation Procedure. The student's grade in the course is based primarily on the work supervisor's evaluations of the student's performance and activities. In reaching a decision on a course grade the instructor combines class assignment performance with work performance. Both courses carry letter grades. Each student will receive a copy of his/her work evaluations which will cite the student's strengths and weaknesses as a worker in that agency. Evaluations will be made midway through the semester and at the termination of the internship experience.

NOTE: Please give the course instructor your current residence address and telephone number; keep him posted on any changes. Also report the name of your immediate supervisor as soon as you have settled with the agency/company. If the instructor doesn't know your supervisor's name, he can't send him your evaluation forms. No evaluation, no grade!

Office of Program Director. Social Science Building, SS-246. Telephone: 286-5462; 286-5437 (message).
Hours: Posted on office door each semester.

Locating internship positions for these specializations has required considerable ground-breaking into new fields not traditionally entered by geographers, although they are exceedingly appropriate areas for geography majors. Furthermore, few of the professionals in the transportation, environmental and physical fields were aware of the capabilities of geographers and the role of the geographic viewpoint. The intern director was frequently required to provide lengthy explanations about the discipline of geography and why geographers were appropriate types to work in these special fields. In almost all cases, the value of geography interns was acknowledged.

The success of previous student interns in obtaining positions in new areas has, of course, lessened slightly the director's burden of placing current students in new, meaningful internship experiences. Former interns, appreciating the help that the internship experience provided them, often agree to serve as supervisors for new interns or at least serve as proponents of the program in helping to secure positions. Nevertheless, the commitment on the part of the director continues to be substantial as the number of students partaking of the program has grown considerably since its inception.

The diversity in internship positions grows yearly. Now students are interning in such less expected locations as the Office of the Mayor of San Diego, as well as in more commonly accepted situations such as the U.S. Soil Conservation Service. The potential for intern positions is almost boundless, since most fields can take advantage of the spatial perspective of geographers. Thus, the limits of opportunities merely depend upon student interest and preparation. Figure 2 lists most of the agencies with which geography students at San Diego State University have interned in the last six years.

Figure 2

AGENCIES WITH POSITIONS AVAILABLE FOR GEOGRAPHY INTERNS IN THE SAN DIEGO REGION

Urban Geography

The Planning Department in each of the following cities:
Carlsbad, Coronado, Chula Vista, Del Mar, El Cajon, La Mesa, National City, Oceanside, San Diego
County of San Diego, Planning Department-Community Planning, Zoning, Research, General Plan, etc.
California Department of Transportation, Urban Planning Division
San Diego Comprehensive Planning Organization, several divisions
Central City Association, San Diego
San Diegans Inc.
City of San Diego, Mayor's Office
San Diego Urban Observatory
Local Agency Formation Commission (LAFCO)

Transportation Geography

City of San Diego, Planning Department-Transportation Planning; Traffic
County of San Diego, Integrated Planning Organization-Transportation Planning; Department of Transportation
California Department of Transportation, Planning Division
San Diego Unified Port District, Planning Department
Pacific Southwest Airlines
San Diego Transit Corporation, Planning Department
San Diego Comprehensive Planning Organization, Transportation Planning
University of California, San Diego, Campus Transportation Planning Office
Joint Center for Transportation Studies
Travel Agencies-Pacific Beach Travel Bureau; Adventures in Travel; Travelwise International
San Diego Unified School District, Transportation Division

Cartography-Remote Sensing-Air Photo Interpretation

County of San Diego, Planning Department-Cartographic Division
San Diego Comprehensive Planning Organization-Research Division

Environmental-Marine-Recreation

County of San Diego-the following departments:
Agriculture; Integrated Planning Organization; Parks and Recreation; Public Health-Air Pollution Control Service; Sanitation and Flood Control; Land Use and Environmental Regulation, Department of Transportation-Environmental Analysis Division
City of San Diego-the following departments:
Planning Department-Environmental Quality Division; Noise Abatement Division; Parks and Recreation Department-Park Design
State of California-the following departments:
Coastal Zone Conservation Commission-San Diego Coast Regional Commission; Department of Transportation-Environmental Division; Parks and Recreation; Water Quality Control Board; Torrey Pines State Park, Border Field State Park
Environmental Review, in city Planning Departments; see list under "Urban"
San Diego Ecology Center, Inc.
National Marine Fisheries Service, Southwest Fisheries Center
San Diego Air Quality Planning Team
San Diego Urban Observatory, Energy Research Group
U.S. Soil Conservation Service
Consulting Firms-Ricon Environmental Consultants

For the sake of brevity, not all departments for some large agencies where students have interned are listed. Geography students are now placed in some interesting divisions of local government such as with the Sanitation and Flood Control Division of San Diego County, as well as with state and local districts and commissions such as the San Diego Regional Coast Commission, with local interest groups such as San Diegans, Inc., with travel agencies, and with federal agencies such as the National Marine Fisheries Service.

Much of the growth in program diversity has been directed toward meeting the demand from students specializing in environmental studies in geography. Although the need continues for positions in planning, diversification has occurred there also in order to meet the need for such different geographic experiences as transportation, recreation, economic and political. Positions for transportation geographers outside of planning have been more difficult to initiate in San Diego because of the city's lack of transportation activity which is directly related to the city's remote location on transportation routes. The following discussion covers the changes in the program as it has evolved since the first report of this activity.

Evolution of the Program

The program director continues to find the non-paid internship approach to be the most desirable. While students always like to earn money, they realize the value of the internship experience and perceive the ultimate benefits as worthy of their efforts. Consequently, students request the internship only if they really want the experience; the no-pay provision eliminates students seeking a job solely for remuneration. The purpose of the program is not to run an employment agency for students. Generally it has been found that more control over the student's experience can be exerted

if the student is not being paid by the agency; the director can then make recommendations to the work supervisor in order to maximize the benefits to the student and minimize his/her being saddled with menial tasks for too much of the time. Perhaps of greatest significance in the pay, no-pay discussion is the fact that in economically difficult times, most paid intern positions are eliminated; hence, if the program was dependent upon paid positions, it would shrivel to a fraction of its current size and consequently defeat its goal of providing most students with that job experience which so often makes the difference in obtaining a future job.

At the outset, students were required to work a minimum of 10 hours per week. This was soon found to be insufficient because many supervisors felt that the intern could not receive an adequate overview of the agency without being in service for at least 20 hours a week. However, most students could not afford that much time away from their other studies and activities as long as they were not being paid and only receiving 3 units of credit. In some measure of compromise, the students now work at least 12 hours with many working 14-15 hours a week voluntarily.

Application cards originally designed for the internship program were found to be inadequate in the course of the program since they did not provide sufficient background information on each student. These cards have since been replaced by a one page application sheet which is illustrated in Figure 3. In addition to giving a more complete picture of the student's academic background and abilities, a copy of the application form can be forwarded to prospective supervisors so that they too will know more about the intern applicant.

Minimum academic requirements and prerequisites for entering the internship program have been more strictly enforced as the pressure of

FIGURE 3

GEOGRAPHY INTERNSHIP APPLICATION

San Diego State University

Class: Geography 495 / 795 Semester_____
(Circle one)

Personal Record

Mr., Ms.
Mrs., Miss _____
(Last Name) *(First)* *(Middle)*

Local Address _____
(Number and Street) *(Apt. No.)*

_____ Home Phone_____
(City) *(Zip Code)*

Education

Major_____ Minor_____ Class Standing_____

Geography Courses Completed with Grades: (List by name or SDSU number)

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Courses Completed in Related Fields: (List those potentially useful in internship)

_____ _____ _____
_____ _____ _____

Area of Specialization in Geography_____ Overall G.P.A._____

Internship Position

Preferred Agency or Company for Interning_____

Alternate Agency or Company_____

On reverse side of application briefly indicated (a) your reasons for desiring this Agency or Company, and (b) how your experience there may help you attain your career goals.

************************************ *Office Use Only* ************************************

Assigned Agency/Company_____
Address_____ Phone_____
Supervisor_____ Title _____
Student's Work Schedule_____
Evaluation: Date Sent _____ Returned_____ Grade_____
Student's Project: _____ Final Grade_____
Papers: 1 2 3 4 5 6 Final_____ Careers in Geography _____

Return application to Dr. Harvey E. Heiges, Program Director, Department of Geography, in SS-246 or to Geography Department Office. Student should contact Director regarding acceptance into program and placement.

enrollment in the program has increased. Also, some supervisors have either refused or been reluctant to employ the mediocre student and those without adequate background who are unable to fully benefit from the work experience, since they feel it wastes their time as well as that of the student. At the same time new class requirements for interns have been initiated in order to better monitor their progress through the program. The irregular discussions with students dropping by the director's office whenever they found time provided inadequate information on the progress of all interns. Mid-term and final written reports were also found to be insufficient for monitoring an intern's progress. A few times a student would stop working and never report to the director. Consequently, students are now required to turn in tri-weekly written progress reports on their activities and projects.

Beginning Fall Semester, 1976, a scheduled class meeting time has been arranged so that students meet with the director at a specified time on a tri-weekly basis. These meetings also enable the interns to learn what their fellow interns are doing in their respective work situations and to know where others are working should they need to make contact for information or assistance with their own work. To assist this latter goal the director currently prints a list of interns and their work locations each semester for distribution to all interns, faculty members, and supervisors.

Another form which has been updated is the evaluation form which supervisors complete upon termination of the student's work. The new printed form is shown in Figure 4. The second form which formerly was given to the student has been eliminated. This single form is now placed in the student's file and he may have a copy of it at any time.

FIGURE 4

INTERN EVALUATION FORM

Intern's Name _____ Period Covering _____

Intern's Address _____ Agency/Company _____

_____ Division/Dept. _____

Supervisor _____ Address _____

Title _____ _____

INSTRUCTIONS. This evaluation sheet is for the purpose of assessing the overall performance of the intern assigned to work under your direction this semester. Your response will be used as a basis for an assigned grade and to assist the student in improving his performance. The evaluation should be made by the supervisor as if the intern were a new employee at your agency/company.

OVERALL RATING

Directions: Circle the appropriate number.

1 2	3 4	5 6	7 8
Outstanding	Above Average	Standard	Improvement Needed

INDIVIDUAL PERFORMANCE

Directions: In the blocks below assign a numerical mark from 1 to 8 based on the same scale as for the overall rating in the block above.

1. Attendance		7. Judgment	
2. Punctuality		8. Written expression	
3. Ability to follow directions		9. Oral expression	
4. Cooperation		10. Planning assigned tasks	
5. Accuracy of work		11. Growth potential	
6. Interest in job		12. Professional attitude	

INTERN'S MAJOR JOB ASSIGNMENT(s)

ADDITIONAL COMMENTS

Please expand on the performance factors listed above.

_____
Signature of Supervisor

_____
Title

IMPORTANT: Please return this evaluation by _____ to the address below:

Dr. Harvey E. Heiges
Director, Internship Program
Department of Geography
San Diego State University
San Diego, California 92182

One change in the program that proved unfeasible, was the collection and publication of intern job descriptions prior to registration so that students would know about the projects currently under way in each agency. Response to the director's questionnaire mailed prior to each semester was poor. In some cases where a reply was received, the agency was unable to make a commitment on possible projects or found it too early to tell what would be under way when the intern arrived. In other cases the respondent wished to tailor the project as far as possible to the student's interests and abilities. Perhaps the most significant reason for dropping the procedure was the possibility that, having secured a position, the director would then find no student that particular semester fitting the needs for or wishing that job opening.

Consequently during the week of registration, the director now contacts by telephone each agency for which a student has requested an internship. The student is then informed of the availability of a position with the requested agency and the projects under way on which the student would most likely be working. While this process may not be the most desirable in terms of time spent and efficiency, it has proved the most feasible at this time, and it brings together more accurately the right intern for the prospective position.

Success of the Program

The internship program has grown increasingly successful over the years. From the three and four students informally enrolling in the early semesters of the program in 1969, enrollment reached a high of 33 students in Spring 1976, about equally divided between graduate and undergraduate students. In recent years, enrollment has been heavier in spring, since many students use the internship as a possible step to summer employment or to permanent employment upon graduation in June.

The diversity in internship opportunities has led students into new avenues of employment as well as into the more traditional positions sought by geographers. Some examples include the following: Wildlife Technician with the U.S. Forest Service; Assistant City Manager for a central California city; Comptroller of a southern California water district; management position with United Parcel Service; travel agent; and project coordinator of the Center for Transportation Studies. A majority of the former interns have entered the planning profession in positions from Planning Aide to Director of Planning, from Regional Zoning Administrator to Zoning Enforcement Inspector, and from Assistant Transit Planner to Senior Transportation Planner.

Value of Geographic Training

In nearly all instances former interns have found positions where their geographic training is being utilized extensively. The tools and techniques of the geography profession such as quantitative methods and cartography were cited by past interns as the most directly applicable parts of their geography training. However, the spatial perspective provided in geography classes was invariably considered as important and as valuable to their successfully accomplishing the tasks of their current position. As one person stated, familiarity with man/land relationships and the mutual interdependence of systems is a valuable perspective to acquire, and Geography as a discipline provides the interdisciplinary education necessary in the planner's complex world. A less sophisticated comment called Geography the study of "where it's at" and planning in turn takes the "where" and decides what to do with it.

Evaluation of the Program

The importance and success of the internship program in fulfilling its goal is clearly evidenced by the responses of its graduates to a survey taken in June of 1975. The author mailed a questionnaire to all geography students who had successfully completed the internship courses and who were no longer full-time students. These former interns were asked four questions regarding their internship experience.[3] The responses to the questionnaire are summarized in Figure 5.

Internship Leads to Employment

Twenty-eight percent of the former interns responded that they received job offers directly from the agency with which they had interned. While it is impossible to know which students helped create a position for themselves as a result of their superior work performance and which ones were there with the agency at the right time to fill a vacancy, nevertheless, quite a number of interns were able to obtain jobs directly from the internship opportunity. In addition, many supervisors of geography interns have expressed regrets at their inability to create a position in order to retain a superior intern.

Half of the former students responded that the internship experience was indirectly responsible for their success in obtaining their first position. Most indicated that the work experience provided by the internship was the key factor in receiving their first job over other applicants. One former intern, now himself in a position to interview job applicants and hire staff members, wrote that the applicant with intern experience is preferred,

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[3] Fifty-five questionnaires were mailed; forty responses were received; three were returned "addressee unknown." Many of the respondants wrote lengthy letters praising the program and relating how the internship experience has been beneficial to their careers.

Figure 5

Success of Internship Program as Viewed by Intern

Responses to Questionnaire

Questions		Number of Respondants	Percent of Total Respondants
I. How beneficial was your internship experience?			
a. led directly to employment with intern agency		11	28
b. provided experience, contacts, recommendations, job market knowledge that led to your first position		20	50
c. was valuable but did not assist in getting employment		9	22
d. was of no value		0	0
	Total	40	100%
II. Are you currently employed in a job that utilizes skills and training gained as a geography student?	Yes	29	72
	Partially	7	18
	No	4	10
	Total	40	100%

and, in fact, all entry level people hired by his department (a county planning office) had experience such as provided in the Geography internship program. Another former intern responded that the only way to find a job is to have experience, even the few months gained from an internship, and to know someone in the potential employment field who will personally recommend you for a position. A few felt the personal contacts gained were most important, but equally important to some interns was the knowledge of job opportunities gained while being engaged as an intern.

All respondents thought their internship experience had been of some value. Twenty-two percent replied that, although the internship did not assist them in obtaining employment, the experience still had been of value to them. Of the nine responding in this manner, two had entered the teaching profession, rather than engaging in careers in business or industry; two were pursuing further graduate studies in doctoral programs at other universities; three had already been employed part-time at the time of internship and were subsequently employed with the same organization, and two entered non-geographic positions.

Growth of the Internship Program

The responses of the former interns point to an overwhelmingly successful program with over three-fourths of the students gaining positions as a result of their internship experience. Caution, however, may be warranted. The survey is, of course, biased, since it did not measure the degree of success of students who did not avail themselves of the internship opportunity. Nevertheless, this deficiency is mitigated in part by the fact that an increasing proportion of the geography majors at San Diego State are entering the geography internship program because

they see the greater success that intern students have in securing positions. Figure 6 contains a partial list of recent geography graduates of San Diego State University; a star has been placed in front of those who were geography interns. Approximately half of all undergraduates and about eighty percent of all graduate students now register for the internship courses.

Internship Provides Perspective on Education

Nearly every former intern cited the internship course as one of the most useful and beneficial courses in their college experience. Many felt that all geography students should be exposed to the internship experience. One respondant stated that the program was undoubtedly the best thing that had happened to him in Graduate School. Another felt that university classes taken after the period of the internship seemed more relevant than previous ones. Two former interns learned through the internship experience that the type of employment and life work they had expected to enter upon graduation was unsuited to them and consequently the internship had prevented a potentially damaging adventure into the wrong profession for them.

Additional Benefits of Internship Program

The internship has had a number of side benefits, not the least of which has been the attraction of more students to the field of geography and the greater awareness by geography students and by non-geography professionals in government and business of what geography is and what geographers are capable of accomplishing. To past geography interns, now in professional careers, geography is obviously the discipline with practical application--an applied field. The one part of their academic studies that made their

FIGURE 6

APPLIED GEOGRAPHERS

A PARTIAL LIST OF RECENT GEOGRAPHY GRADUATES

SAN DIEGO STATE UNIVERSITY

A March 15, 1975

★Robert Clopine
Otay Water District
10595 Jamacha Rd.
Spring Valley, Ca. 92114

★Bill Smith
VTN Planners
4845 Ronson Ct.
San Diego, Ca. 92123

• Elane Johnson
San Diego Coastal Commission
6254 Mission Gorge Rd.
San Diego, Ca. 92120

Steve Phillips
San Diego Coastal Commission
6254 Mission Gorge Rd.
San Diego, Ca. 92120

Bill Roberts
City of Chula Vista
Planning Dept.
City Admin. Bldg.
Chula Vista, Ca. 92011

★Larry Yamagata
City of Chula Vista
Planning Dept.
City Admin. Bldg.
Chula Vista, Ca. 92011

Tony Pena
City of Coronado
Planning Dept.
City Admin. Bldg.
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★Glen Crosbie
San Diego Comprehensive Planning Org.
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San Diego, Ca. 92101

Jeff Ward
San Diego Comprehensive Planning Org.
1200 3rd Ave. Suite 524
San Diego, Ca. 92101

★Paul Price
San Diego Transit Corp.
Planning Dept.
100 16th St.
San Diego, Ca. 92101

★William Sullivan
San Diego Transit Corp.
Planning Dept.
100 16th St.
San Diego, Ca. 92101

★John Whittington
San Diego Transit Corp.
Planning Dept.
100 16th St.
San Diego, Ca. 92101

• Roger Snobal
San Diego Transit Corp.
Planning Dept.
100 16th St.
San Diego, Ca. 92101

★Alan Bonine
Alan Voorhees, Consultants
5252 Balboa Ave.
San Diego, Ca. 92117

Michael Wright
Consultant
4302 Mildred St. Apt. 2
Los Angeles, Ca.

George Ream
San Diego, C.P.O.
1200 3rd Ave. Suite 524
San Diego, Ca. 92101

Robert Butts, Trans. Consultant
General Dynamics
5001 Kearny Villa Rd.
San Diego, Ca. 92123

• Jack Duncan, Deputy Director
Unified S.D. County Emergency Ser.
7939 John Towers
Santee, Ca. 92071

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★Ron Hansen
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★Ed Colby
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1600 Pacific Coast Hgwy.
San Diego, Ca. 92101

★Jarrett Lake
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•Geographers from other schools

* Former Interns

geography training especially practical was the work experience provided by the internship courses.

As students increasingly perceive the practicality of geography as a professional field, more will be encouraged to study it. As more geography students engage in careers employing the geographic perspective, a greater awareness is gained by other professionals regarding the scope and function of geography--and eventually to greater respect for geography as a profession with an important contribution. Admittedly it is not an easy program to develop and administer in the early stages because of the time spent securing positions and matching student with agency, but the end results are well worth the effort for both students and the business world. With such positive and rewarding accomplishments, more colleges and universities will hopefully be encouraged to initiate geography internship programs.